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ABSTRACT

Focusing on self awareness (environment), this unit entitled "My Environment" is one of four grade 2 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), one career development theme (the student will become more aware of his/her own uniqueness as a result of learning, growth, and maturation), one unit goal (the student will become more acutely aware of his/her environment through his/her senses), and five performance objectives (e.g., given four sets of pictures of two items each, the student will identify one item from each set by using only the sense of touch). Also included in Section I are evaluation procedures, five student evaluation sheets, and evaluation tabulation forms for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Example capsule titles are awareness of our environment through hearing, and awareness of our environment through seeing. Section III contains two teacher reference sheets, and section IV contains seven student activity sheets. (JH)

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ED169256

Suggested for
Grade 2

MY ENVIRONMENT

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 083

MY ENVIRONMENT

Grade 2

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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Coloma Community Schools

William Barrett, Superintendent

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

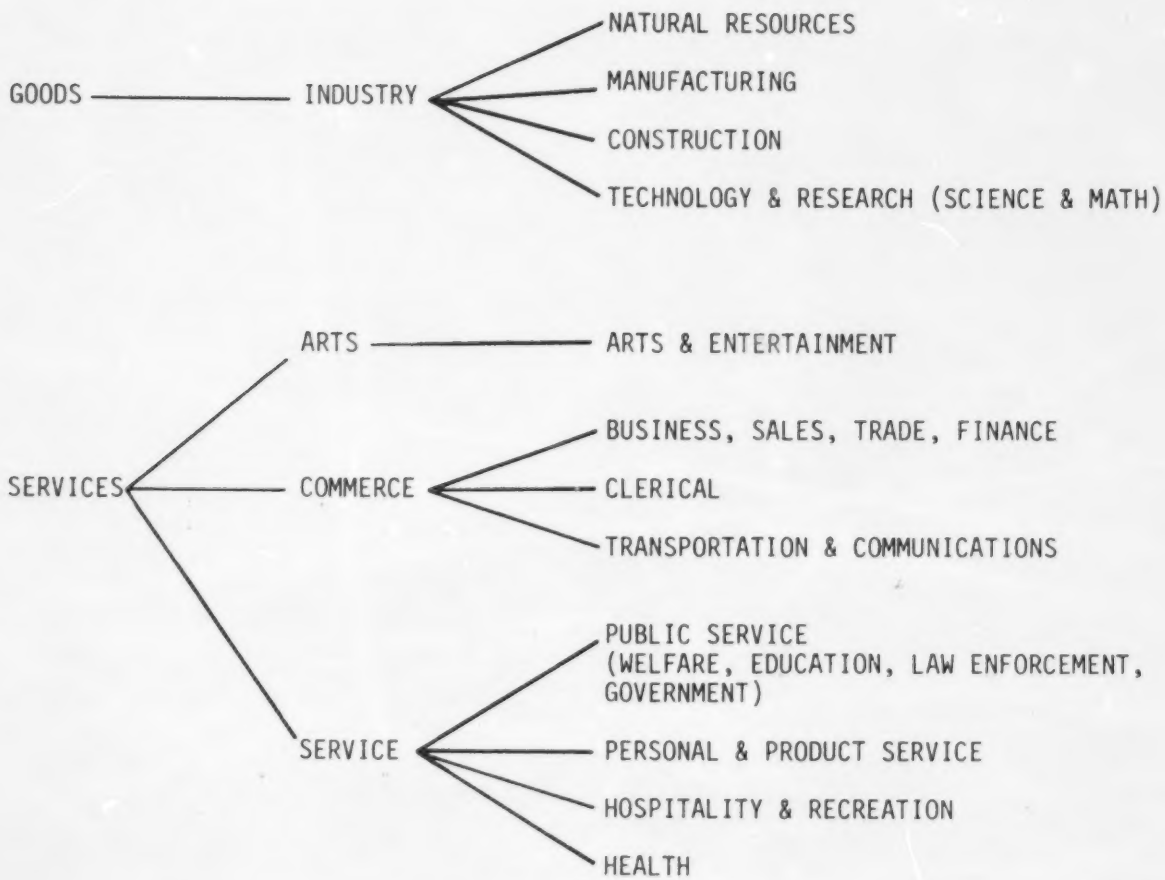
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"My Environment"
2nd Grade

Unit Rationale

This unit's primary purpose is to heighten the student's awareness of his/her environment through his/her senses. Activities are provided to promote this purpose.

Teacher Information

This unit consists of five (5) capsules which should be taught separately. Note that each capsule is approximately forty-five (45) minutes long.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary evaluation and activity sheets.
3. Refer to the Resources and Materials' columns in the capsules to determine what materials and equipment are needed.
4. Refer to the following resource materials for background information:

   Focus on Self-Development, Stage One kit, from Science Research Associates. (a helpful tool in the teaching of this unit)

   Focus Kit, SRA, 259 E. Erie, Chicago, IL 60611, and Dimensions of Personality, Pflaum/Standard, 38 W. Fifth Street, Dayton, OH 45402. (many activities and ideas were adapted from these)

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2nd Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"My Environment"
2nd Grade

Element #III - Realistic Self Concept Formulation

Theme 3.1 - The student will become more aware of his/ner own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will become more acutely aware of his/her environment through his/her senses.

Unit P.O. #1 - Given ten (10) sounds and ten (10) pictures depicting those sounds, the student will match with at least 90% accuracy each sound with the appropriate picture.
(Evaluation Sheet #1)

Unit P.O. #2 - Given five (5) sets of three (3) pictures each in which all but one object are alike, the student will correctly identify the unlike object in each set by placing an (X) on the picture of that object.
(Evaluation Sheet #2)

Unit P.O. #3 - Given a set of ten (10) pictures, the student will be able to identify those pictures which depict either taste or odor as measured by correctly circling the appropriate pictures.
(Evaluation Sheet #3)

Unit P.O. #4 - Given four (4) sets of pictures of two (2) items each, the student will identify one (1) item from each set by using only the sense of touch.
(Evaluation Sheet #4)

Unit P.O. #5 - Given four (4) pictures of four (4) different items along with pictures depicting the five (5) senses, the student will identify two (2) or more senses which he/she could use in becoming more aware of each object pictured.
(Evaluation Sheet #5)

Evaluation Procedure
"My Environment"
2nd Grade

1. Note that there are no pre-tests. Test after teaching this unit.

2. Make copies of the evaluation sheets.

3. Make a tape of school and home sounds. Use the sounds of children singing, a pencil being sharpened, a dog barking, a car motor starting, and a telephone ringing.

4. Give the students Evaluation Sheet #1. Name the pictures so that the students can identify the drawings.

   A. Have the students listen to a sound and then find the picture that makes that sound.

   B. Have them listen to the sound again to be certain that they are correct.

   C. Have them place an (X) on the picture that makes that sound. (Note the correct answers are: children singing, a pencil being sharpened, a dog barking, a car motor starting, and a telephone ringing.)

5. Record the students' raw scores on Evaluation Tabulation Form B, column P.O. #1.

   A. Total the number of students who had at least nine (9) correct answers.

   B. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheet #1, column P.O. #1 - post.

6. Give the students Evaluation Sheet #2. Ask them to look at each set of three (3) pictures. Tell them to put an (X) on the one (1) picture in each group that is unlike the other two (2). (Note the pictures that should have an (X) on them are: Row 1 - the first item, Row 2 - the third item, Row 3 - the third item, Row 4 - the second item, and Row 5 - the first item.)

7. Record the students' raw scores on Evaluation Tabulation Form B, column P.O. #2.

   A. Total the number of students who had all of the answers correct.

   B. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheet #2, column P.O. #2 - post.

8. Give the students Evaluation Sheet #3. Name the pictures so that the students can identify the drawings. Ask the students to draw a circle around the picture of each item that has either an odor

or a taste. (Note that the pictures which should have a circle around them are: pretzels, bread, rose, hot dog, gas station, cake, and paint.)

9. Record the students' raw scores on Evaluation Tabulation Form B, column P.O. #3.

   A. Total the number of students who had all of the answers correct.

   B. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheet #3, column P.O. #3 - post.

10. Prepare four (4) boxes each with a hole in the top large enough for the students to insert one (1) hand and feel the items. Place a teddy bear in the first box, a spoon in the second box, a round ball in the third box, and a paint brush in the fourth box.

    A. Use only one (1) copy of Evaluation Sheet #4.

    B. Have the students point to the picture of the item they felt in each box, and then go on to the next box. (Note that the answers will correspond to the items in the boxes.

11. Use Evaluation Tabulation Form B, column P.O. #4, to record the number of correct responses made by each student.

    A. Total the number of students who responded correctly to all four (4) items.

    B. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheet #4, column P.O. #4 - post.

12. Give the students Evaluation Sheet #5. Make sure that the students can identify all of the pictures. Ask the students to draw a line from each picture to the pictures of two (2) senses they would most likely use to help them enjoy the items pictured. (Note that the best choices should be: ice cream cone - nose and mouth, rose - nose and eyes, cat - hand and eyes, and band number - ear and eyes. Accept any answers the students can justify.)

13. Record the students' raw scores on Evaluation Tabulation Form B, column P.O. #5.

    A. Total the number of students who identified two (2) reasonably correct senses used for each object.

    B. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheet #5, column P.O. #5 - post.

14. File the completed Evaluation Tabulation Forms A and B in the school office.

Evaluation Tabulation Form A

Unit Name "My Environment" Teacher _____

Building _____ Grade 2nd

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #1 None						
Post - P.O. #1 Match sound with object	1	10	9			
Pre - P.O. #2 None						
Post - P.O. #2 Identify like and unlike objects	2	5	5			
Pre - P.O. #3 None						
Post - P.O. #3 Identify objects depicting taste and odor	3	10	10			
Pre - P.O. #4 None						
Post - P.O. #4 Identify by using sense of touch	4	4	4			
Pre - P.O. #5 None						
Post - P.O. #5 Identify senses being used	5	4	4			

*Administer the test in the sequence listed above.

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "My Environment" Teacher _____

Building _____ Grade 2nd

1. Record the students' raw scores in the correct columns after they complete each evaluation sheet.
2. Total the columns to show the number of students who met the criteria as stated in the respective performance objectives.
3. Transfer these totals to the correct lines on Evaluation Tabulation Form A.

Evaluation Sheet #	#1	#2	#3	#4	#5
P.O. #	#1	#2	#3	#4	#5
NAMES					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					

Evaluation Tabulation Form B
(Continued)

Unit Name "My Environment" Teacher _____

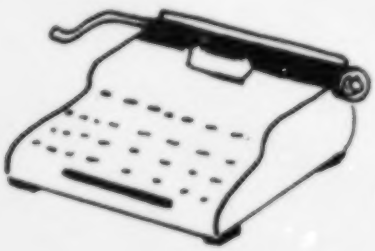
Building _____ Grade 2nd

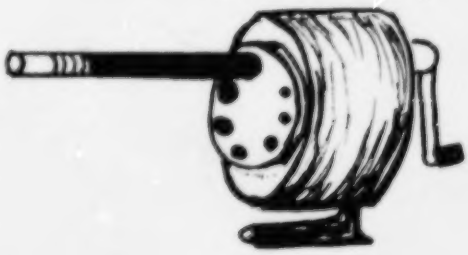
	Evaluation Sheet #	#1	#2	#3	#4	#5
	P.O. #	#1	#2	#3	#4	#5
	NAMES					
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						
	Total					

EVALUATION SHEET #1

NAME _____

DATE _____

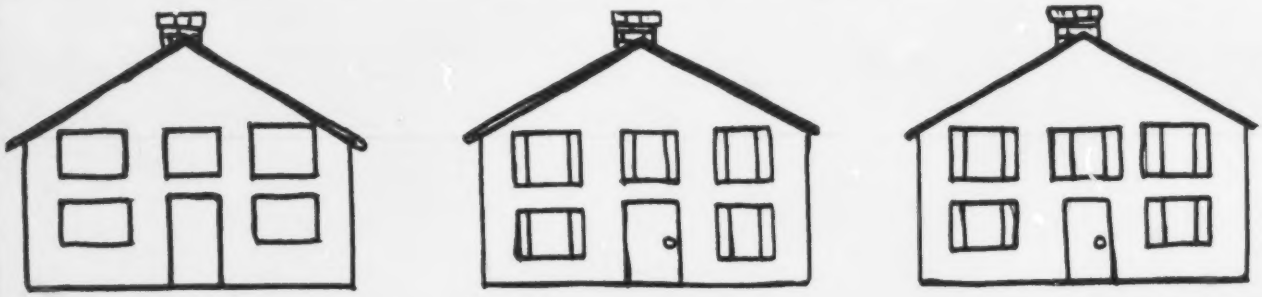


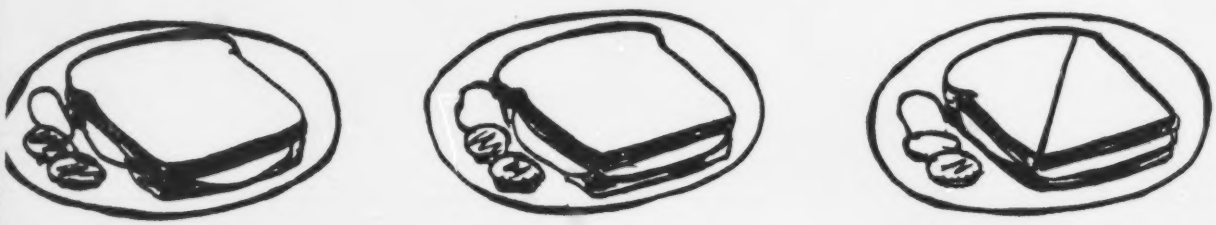


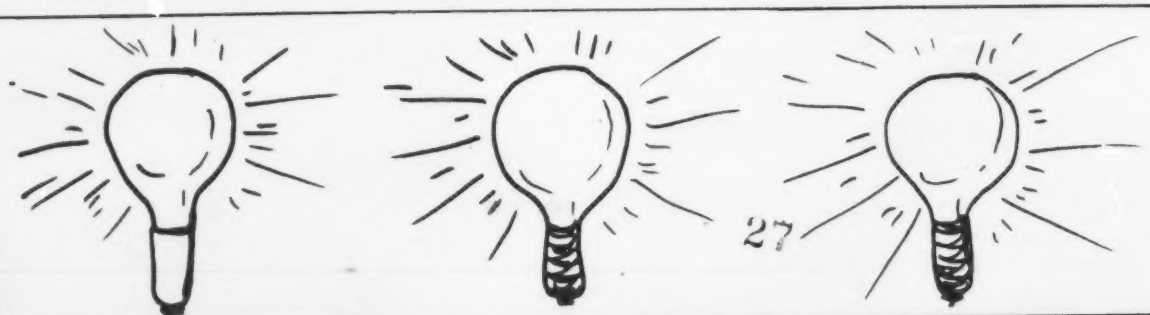
EVALUATION SHEET #2

NAME_____

DATE_____



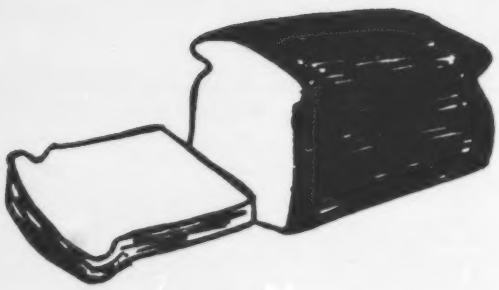


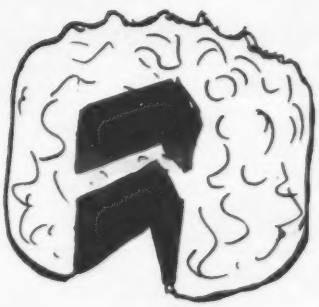


EVALUATION SHEET #3

NAME_____

DATE_____



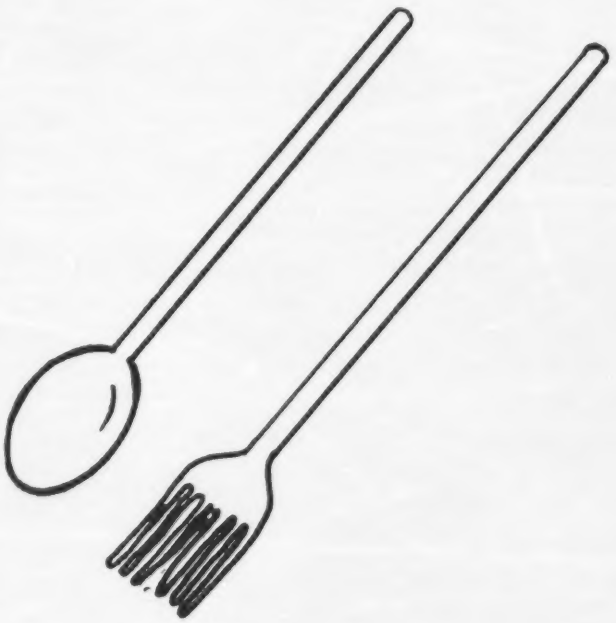


EVALUATION SHEET #4

NAME_____

DATE_____

A.



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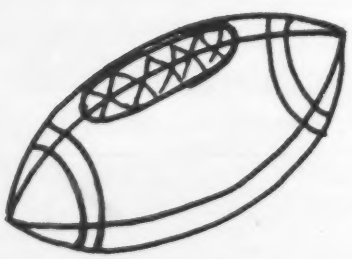

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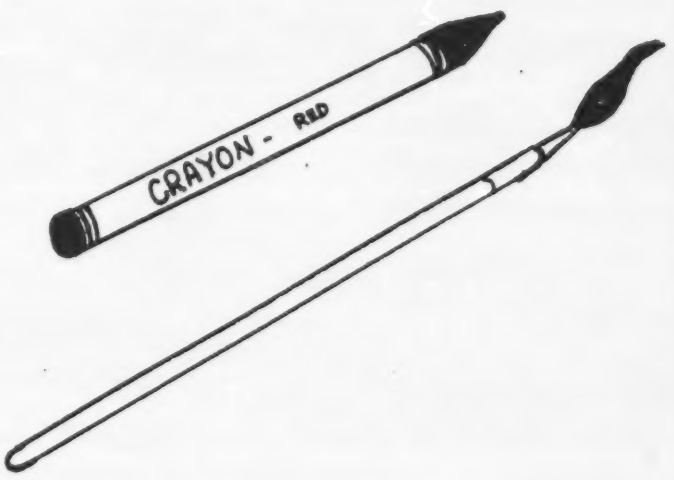

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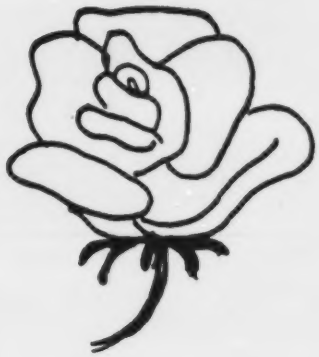
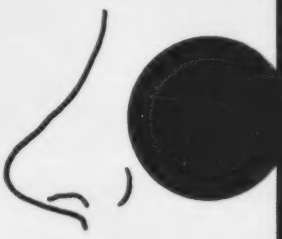
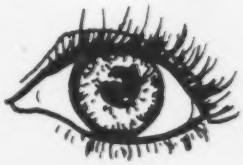
EVALUATION SHEET #5

NAME_____

DATE_____







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Capsule #1
Introduction

I. Display and illustrate the pictures of the five (5) senses. (See Reference Sheet #1)

   A. Introduce the five (5) senses, and have the students point to the body parts used for each sense.

      1. Have the students point to their own body parts as the senses are mentioned.

      2. Have the students point to the body parts on a bulletin board as the senses are named.

   B. Have the students tell which sense is used for a car horn, ice cream, a kitten, a TV program, a rotten egg, a skunk, a dripping faucet, a spider web, spinach, and a rainbow.

II. Have the students draw pictures to illustrate each of the five (5) senses.

   A. Make a game by letting the students guess the senses that were illustrated in the drawings made by the other students.

   B. Ask each student to tell the senses used in his/her illustration.

   C. Collect the pictures to start booklets for this unit.

III. Use dittos illustrating the five (5) senses.

   A. Discuss the pictures with the students.

   B. Have the students color the pictures, and add them to their booklets.

Resources and Materials	Notes
I. Reference Sheet #1	
II. Drawing paper Pencils	
III. Dittos	
B. Crayons	

Capsule #2
Awareness of Our Environment Through Hearing

I. Seat the students in a circle.

A. Make the students more aware of sounds around them by having all the students close their eyes, be very quiet, and listen. Ask what different sounds they hear.

B. Have the students make sounds for others to identify.

C. Start a discussion by asking what sounds mean to the students. Ask them what they think a sound machine is.

D. Play a story record such as "The Sound Machine."

1. Ask the students what sounds they might hear everyday in their town.

2. Discuss what sounds they might not hear in their town.

3. Ask which sounds they hear in their house.

4. Discuss what jobs the students think of when they hear certain sounds; i.e., siren - fire workers, police workers, and ambulance drivers; hammering - carpenters and construction workers; cars - postal workers, delivery people, etc.

II. Help the students to identify sounds from their immediate environment by using a tape, a record, or actual sounds from their school, home, and neighborhood. Have the students identify the sounds and explain where those sounds are heard.

III. Aid the students in identifying sounds in their immediate environment.

A. Give them Activity Sheet #1. (See Reference Sheet #2 for the answers)

1. Discuss the pictures to make sure that the students know what each picture is.

2. Have the students color all the pictures that are capable of making sounds.

3. Have the students put a red (X) on those pictures of things they might hear in their neighborhood. (Be certain they understand that the sound should be actually happening - not from a radio or TV.) Have the students do this together as a class.

Resources and Materials	Notes
I.	
D. Story record: "The Sound Machine", SRA, Focus, Stage One	
II. Tape and tape recorder, records, record player	
III.	
A. Activity Sheet #1 Reference Sheet #2	
3. Red crayons	

4. Check the answers to see that the students have the concept of neighborhood sounds.

B. Give the students Activity Sheet #2. (See Reference Sheet #2 for the answers)

1. Discuss the pictures to make sure that the students know what each picture is.

2. Have the students color all the pictures that are capable of making sounds.

3. Have the students place an (X) on the pictures of those things they might hear in their school or on their school grounds.

C. Give the students Activity Sheet #3, and explain that they are to draw four (4) pictures of things (or people) that make sounds in their homes.

D. Add the activity sheets to the students' booklets.

IV. Choose from these optional related activities.

A. Stress language skills.

1. Use these open-ended sentences to stimulate discussion or activities for the booklets:

a. Say, "My favorite sound is _____."

b. Suggest, "I have to hear the sound of _____."

c. Say, "Something I never hear at home is _____."

d. Suggest, "In the summer I like to listen to _____."

e. Say, "In the winter I like to listen to _____."

2. Play the game "Blind Man's Bluff" to help the students become more aware of how important listening can be. Blindfold one student and have him/her guess what the other students are doing i.e., clapping, jumping, turning the pages of a book, nothing, etc.

3. Play "Good Morning, Mr. Judge." Have one student cover his/her eyes and stand at the back of the class. Let him/her guess who is saying , "Good Morning, Mr. Judge." Have the students take turns disguising their voices.

Resources and Materials	Notes
B. Activity Sheet #2 Reference Sheet #2	
C. Activity Sheet #3	

4. Let the students record their voices on a tape recorder. Play back the tape, and discuss how the students sound.

5. Let the students practice reading each others lips when they wish to communicate.

B. Stress art skills.

1. Let the students make murals of sounds in their environment (home, school, neighborhood, and town). Break the students into groups to do these murals. Compare the sounds of different homes or neighborhoods.

2. Have the students draw pictures of an ear after studying an ear's structure.

C. Stress social studies skills.

1. Ask the students how different sounds make them feel; i.e., thunder, a creaking door, loud crashes, etc.

2. Ask the students how they think they might feel if there were no sounds.

Resources and Materials	Notes
4. Tape and tape recorder	
B.	
1. Materials to make murals	
2. Drawing paper, pencils, and crayons	

Capsule #3
Awareness of Our Environment Through Seeing

I. Discuss the sense of seeing.

A. Ask with what the students see.

B. Ask what some people need to help them see better.

C. Read a story or show a filmstrip like The Magic Glasses.

1. Ask if the students think these glasses are ordinary glasses or magic ones.

2. Ask if Jack paid attention to the things around him.

3. Ask the students if they always see pretty things like Jack saw.

4. Ask what they see coming to school.

II. Help the students to become aware of what they are seeing in their environment.

A. Ask a student to stand in front of the room. Have the others look at him/her. Have the students leave the room or go behind a room divider. Ask the students to try to remember what he/she was wearing; i.e., colors, type of clothes, hair color, eyes, etc. Write the answers on the board. Have the student come back in. Ask the students if they were correct in their description.

B. Give the students Activity Sheet #4. (Duplicate it on construction paper.)

1. Have the students cut out and assemble the glasses. (Modify them to fit.) Add colored cellophane paper for lenses. Use pipe cleaners for the bows.

2. Have the students look around the classroom and out the window while wearing their magic glasses.

a. Let the students discuss in detail what they "see."

b. Have them discuss what different things they would see at home, in the neighborhood, and in the school.

C. Aid the students in distinguishing where and what they see.

1. Suggest that the students pretend they are wearing their special glasses on their way home, and have them report what they saw.

Resources and Materials	Notes
I.	
C. <u>The Magic Glasses</u>, SRA, Focus, Stage One	
II.	
B. Activity Sheet #4	
1. Scissors, colored cellophane, pipe cleaners	

2. Discuss again where things are seen, and then give the students Activity Sheets #5 and #6. (See Reference Sheet #2 for the answers)

   a. Explain that the pictures on Activity Sheet #5 are to be colored and cut out.

   b. Let the students paste these pictures onto Activity Sheet #6 in the proper group. (Add this sheet to the booklets.) Ask the students to decide which items are more apt to be found at home and which at school.

III. Choose from these optional related activities.

A. Stress language skills.

1. Use these open-ended sentences to stimulate discussion and art work activities for the booklets:

   a. Say, "I feel happy when I see _____."

   b. Suggest, "I feel sad when I see _____."

   c. Say, "I saw _____ on my way to school today."

   d. Suggest, "At night I see _____."

   e. Say, "If I look very hard, I can see _____."

   f. Suggest, "I don't like to see _____."

2. Compose a spelling list for the week from this unit.

3. Blindfold one student at a time during classroom work to simulate the experience of being blind. Ask the students to describe how they felt during this experience.

4. Have the students draw an eye and write a story about eyes or seeing.

5. Ask the students to bring in their baby pictures for the bulletin board. Have the students guess who the "babies" are.

B. Stress art skills.

1. Allow the students to experiment with the intensity of colors as an art project.

   a. Give each student a sheet of newsprint, some water colors or tempra, and a brush.

Resources and Materials	Notes
2. Activity Sheets #5 and #6 Reference Sheet #2	
a. Crayons and scissors	
b. Glue or paste	
III.	
A.	
3. Blindfold	
4. Drawing paper, pencils or crayons	
5. Students' baby pictures	
B.	
1.	
a. Newsprint, water colors or tempra, brushes	

b. Encourage the students to make as many shades of their color as possible. (Explain that by adding black, a little at a time, it becomes darker and by adding white, the same way, it becomes lighter.)

2. Use food coloring in glasses of water, place them on an overhead projector, and discuss the colors and color combinations.

3. Have the students draw what a friend in their class looks like to them. Ask the other students to try to guess who the friend is.

C. Stress science skills.

1. Incorporate shapes into this capsule. Have the students identify the things they see that are specific shapes; i.e., rectangle - door, circle - ball, etc.

2. Discuss with the students what they might do to improve their environment so it will be nicer to look at; i.e., have a cleanup campaign, plant flowers or trees, paint, etc.

a. Discuss the possibilities of a class project.

b. Discuss the possibilities for individual projects.

Resources and Materials	Notes
b. Black and white water colors or tempra 2. Food coloring Overhead projector 3. Drawing paper	

Capsule #4
Awareness of Our Environment Through Smelling and Tasting

I. Introduce this capsule by showing and discussing such pictures as the photoboards #17 and #18 from the Focus Kit. Use such questions as: "What is the boy smelling?", "Would he want to taste it?", "Does he enjoy the smell?", "What are the people doing in the kitchen?", "Would they enjoy the smell?", "Would they like to taste it?", and "Why?"

II. Read a story or play a record like "Tony's Way-Out Nose."

A. Ask what are some things that Tony smelled.

B. Ask if Tony's nose could tell him about other things around him.

C. Ask if the students can remember some things they smelled this morning.

III. Help the students understand the relationship between taste and smell.

A. Discuss how smell is related to taste.

1. Ask if some smells make them want to taste things.

2. Ask if other smells tell them not to taste things; i.e., spoiled milk, rotten eggs, etc.

B. Bring different foods, and ask the students to hold their noses and/or close their eyes while tasting. Point out the importance of smelling while tasting; i.e., smelling alone, tasting alone, and tasting and smelling together.

C. Give the students Activity Sheet #7, or ask the students to find pictures on their own.

1. Have them look at the pictures and imagine how those items would taste or smell.

2. Have them put an (X) on the things they like to smell.

3. Let them color the things they like to taste.

IV. Aid the students to become aware of their sense of smell and taste.

A. Have the class list the things that have "sharp" or distinguishing smells; i.e., soap, perfume, foods, spices, medicine, gas, flowers, etc.

Resources and Materials	Notes
I. Focus Kit, photoboards #17 and #18	
II. SRA, Focus Kit, Stage One, Record: "Tony's Way-Out Nose"	
III.	
B. Different foods	
C. Activity Sheet #7 Magazines	
3. Crayons	

1. Have several "sharp" smells available to start a discussion; i.e., ammonia, bleach, etc.

2. Have pictures cut from magazines

B. Use discussion topics that will make the students aware of the importance of these senses; i.e., "What if people couldn't smell?", "What if everything tasted and smelled alike?", "Do smells warn people?", "When?", "Do people enjoy some smells?", etc.

V. Choose from these optional related activities.

A. Stress science skills.

1. Set up a taste and smell table.

2. Allow the students to bring in items that can be identified by smell or taste.

B. Stress art skills.

1. Have the students draw murals.

2. Allow the students to make "onion" prints.

a. Slice large and small onions.

b. Let the students dip the slices into tempra and make designs or pictures; i.e., snails, balloons, flowers, snowmen, etc.

Resources and Materials	Notes
1. Ammonia, bleach	
2. Magazine pictures	
V.	
A.	
1. Table	
B.	
1. Drawing paper, crayons	
2.	
a. Large and small onions	
b. Tempra	

Capsule #5
Awareness of Our Environment Through Touch

I. Introduce the capsule.

A. Display a large picture of an elephant the day before starting the capsule to arouse the students' curiousity. (Do not make any comments about the picture.)

B. Discuss blindness.

1. Ask the students how blind people use their fingers to see.

a. Show a sample of braille printing.

b. Make pin holes in a paper, and permit the students to test out the sense of touch.

2. Have the students close their eyes and use their sense of touch to guide them around the room.

C. Read the poem or play a recorded story of The Six Blind Men and The Elephant.

1. Ask the students to describe how they think an elephant feels.

2. Fold a paper into six (6) sections, and have the students draw each of the six (6) pictures as the blind men described the elephant.

II. Increase the students' awareness of their sense of touch.

A. Discuss touching.

1. Ask what are some things they can find out by touching; i.e., hot, cold, soft, hard, light, heavy, rough, smooth, etc.

2. Ask if their lights went out at night, what could they use to find things.

B. Collect things that have different textures; i.e., cotton balls, metal items, a brick, a rubber ball, a marble, a scrap of corduroy, a fan, and hot and cold objects.

1. Have the students keep their eyes closed while they touch the objects. Let them describe what they feel.

2. Ask the students to describe the things in the room.

3. Ask the students if they can feel air. Use a fan to let them experience wind.

Resources and Materials	Notes
I.	
A. Large picture of an elephant	
B.	
1.	
a. Braille printing	
C. Recorded story: The Six Blind Men and The Elephant, SRA, Focus, Stage One	
2. Paper	
II.	
B. Cotton balls, metal items, a brick, a rubber ball, a marble, a scrap of corduroy, a fan, hot and cold objects	
3. Fan	

4. Ask the students to give examples of things they like to touch and of things they don't like to touch.

5. Make a "touching" bulletin board with "feeling" items.

C. Use pictures like photoboards #3, 5, 9, 10, 11, 18, and 20 or pictures of items that might demonstrate touch.

1. Ask the students the following questions:

a. Say, "How would this feel?"

b. Ask, "What could someone learn by touching this?"

2. Have the students think about how things feel as they role-play the activity demonstrated in the picture.

3. Have the students draw or write about how the item shown would feel to them.

D. Have the students bring items from home in paper sacks. Have other students take turns identifying what is in each sack by using only their sense of touch. (Do this activity more than once.)

III. Choose from these optional related activities.

A. Stress art skills.

1. Have the students make a collage using various materials; i.e., net, cotton, satin, velvet, etc. Allow the students to touch items on the collage.

2. Have the students do crayon rubbings on various textures at home or at school; i.e., brick, carpet, vents, tile, etc.

B. Stress language skills.

1. Use these open-ended sentences for discussion.

a. Say, "I like to touch _____."

b. Suggest, "_____ is hot when I touch it."

c. Say, "I think that _____ is very soft."

d. Suggest, "I don't like to touch _____."

Resources and Materials	Notes
C. Photoboards #3, 5, 9, 10, 11, 18, and 20 from SRA, Focus, Stage One	
3. Crayons or pencils, paper	
D. Items from home in paper sacks	
III.	
A.	
1. Net, cotton, satin, velvet	
2. Bricks, carpet, vents, tile	

2. Allow the students to "draw" letters or numbers on each others' backs with their fingers. Have the students guess the letter or number "drawn" on their backs.

C. Stress science skills.

1. Give each student samples of the following items:

   a. Give them sugar and shortening.

   b. Give them completed cookie dough.

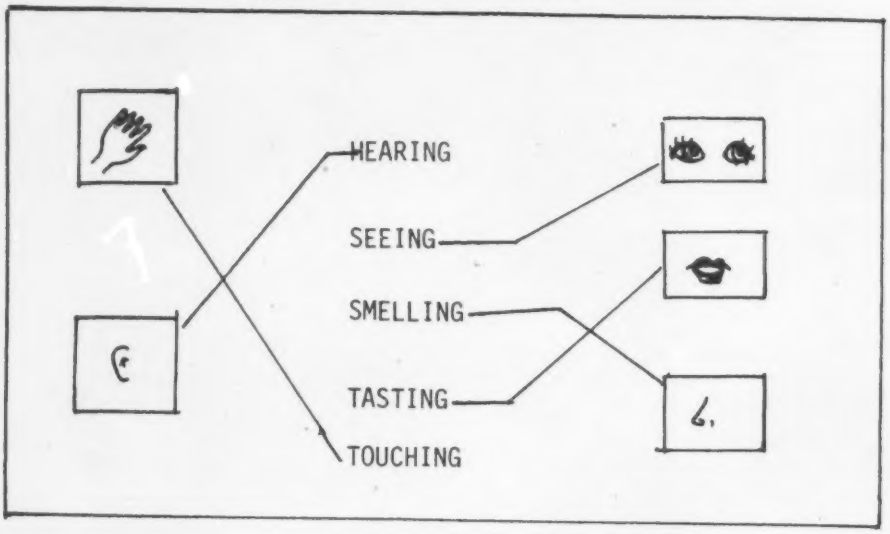
   c. Give them baked cookies.

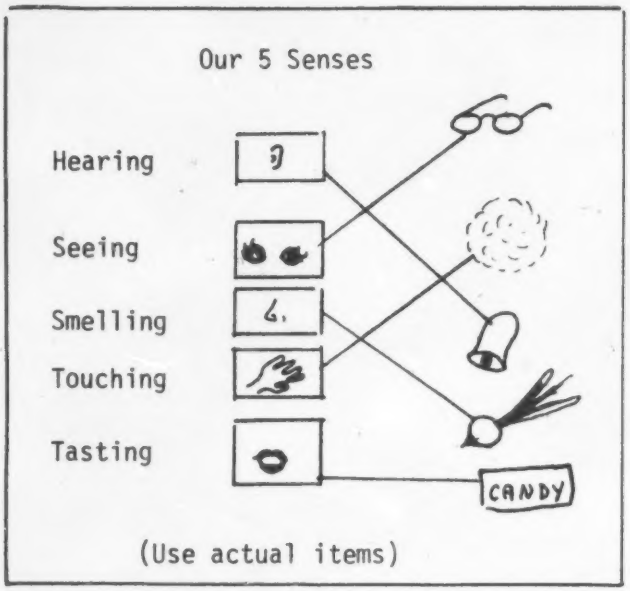
2. Discuss thoroughly how each step tasted, smelled, felt, looked, and "sounded."

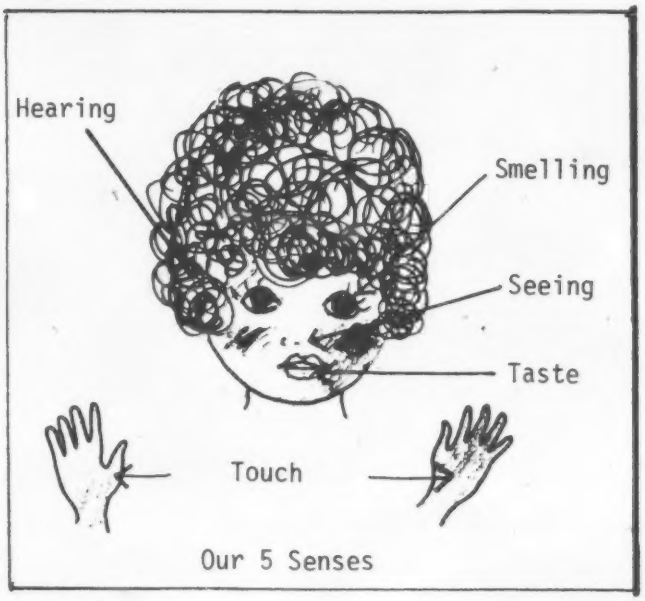
3. Discuss what can be done to improve "weak" senses; i.e., glasses for poor sight and a hearing aid for poor ears.

Resources and Materials	Notes
C. 1. a. Sugar and shortening b. Cookie dough c. Baked cookies	

BULLETIN BOARDS







Reference Sheet #2
Answers for Activity Sheets

ACTIVITY SHEET #1

A. All pictures should be colored because they all make sounds.

B. X's should be on the puppy, the car, the lawn mower, and the fire truck because they can be heard in the neighborhood.

ACTIVITY SHEET #2

A. All pictures should be colored.

B. There should be an (X) on the typewriter, the bell, the swings, and the school bus.

ACTIVITY SHEET #3

Anything that makes sounds in their home

ACTIVITY SHEET #4

Pasted under the school should be the students at their desks, the library, and the office. Pasted under the home should be the TV, the bathtub, and the bed.

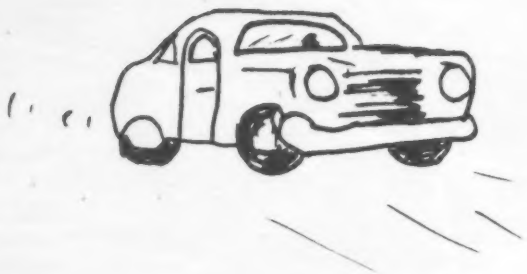
ACTIVITY SHEET #5

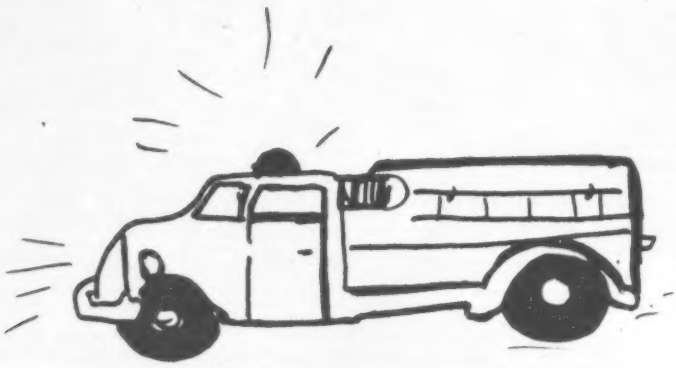
These answers may vary if the students can justify their choices.

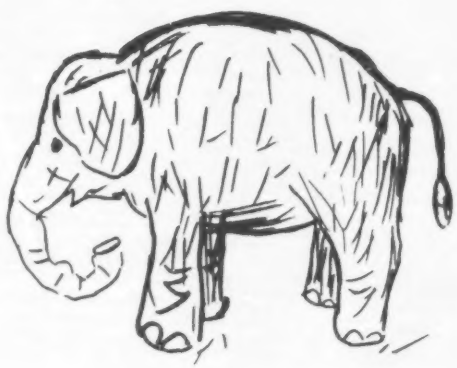
ACTIVITY SHEET #1

NAME_____

DATE_____







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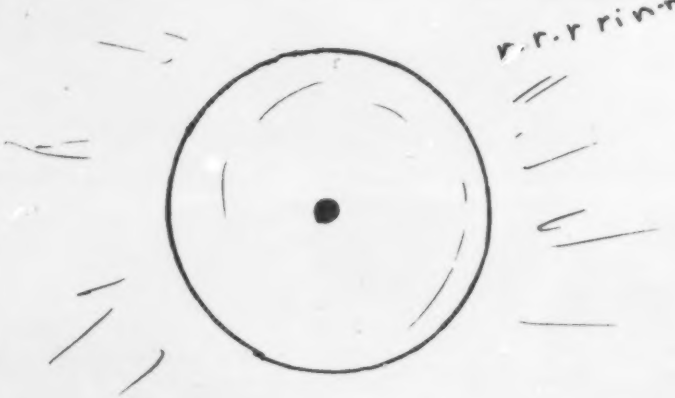
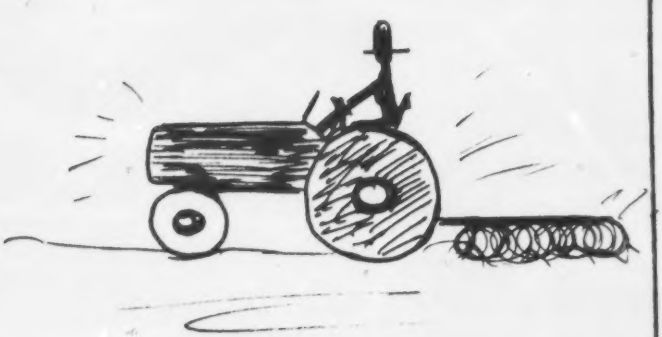
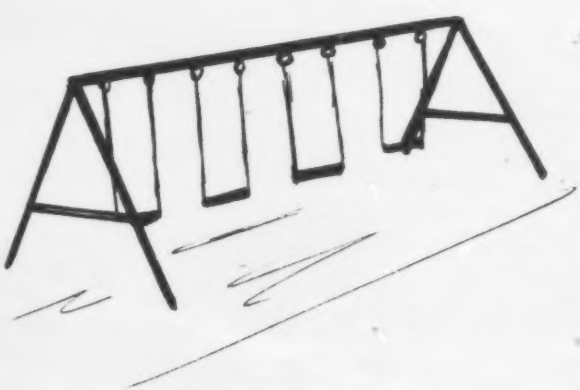
ACTIVITY SHEET #2

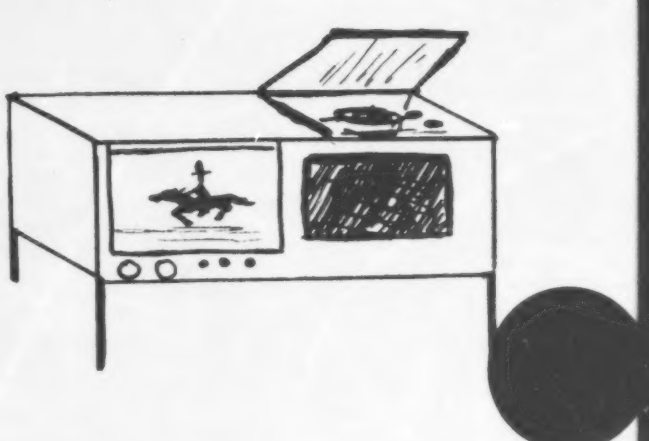
NAME_____

DATE_____









ACTIVITY SHEET #3

NAME_____

DATE_____

1.

2.

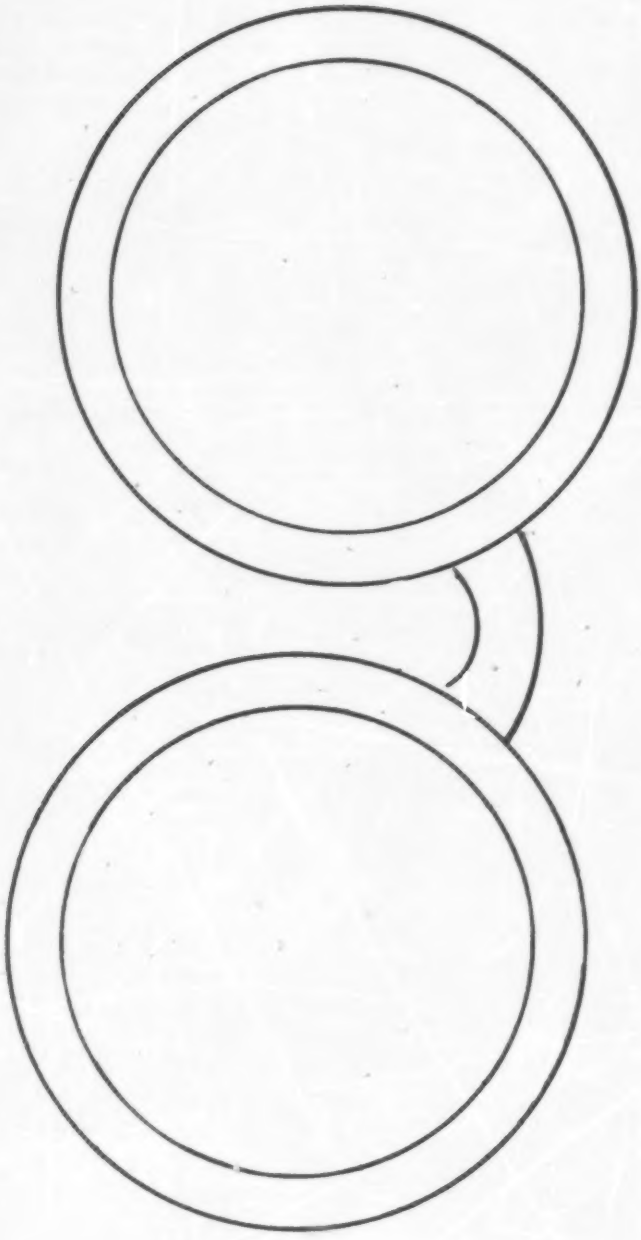
3.

4.

ACTIVITY SHEET #4

NAME_____

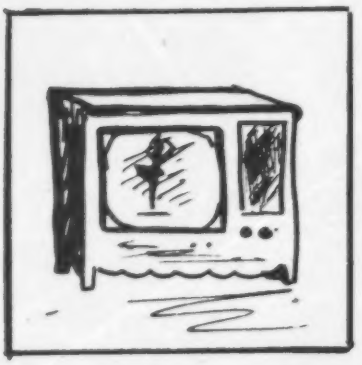
DATE_____

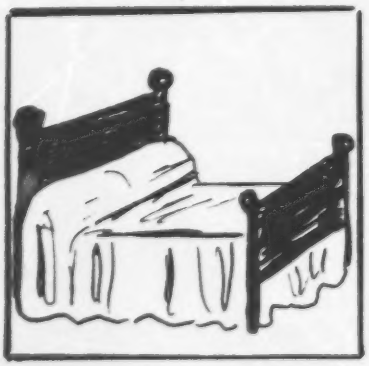


Use pipe cleaners for bows.

ACTIVITY SHEET #5 NAME_____

DATE_____





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ACTIVITY SHEET #6 NAME_____

DATE_____

School

Home

ACTIVITY SHEET #7 NAME_____

DATE_____